

## **EPCL Departmental Research Seminar 2007-08**

### **Parental Mediatory Role in Academic Achievement Within The Socio-Cultural Context of Hong Kong**

**Mrs Sivanes Phillipson**

#### **Abstract**

Vygotsky's (1978) socio-cultural theory suggested that all human activities should be explored and understood within a socio-cultural context. Using a mixed approach, this study investigated the role of parents in relation to students' cognitive ability and attributions which affected mathematics and language achievement within specific cultural context of Hong Kong. Parents as part of students' socio-cultural context were seen as mature and competent mediators who framed, filtered and interpreted information for students' thinking. Mediation by parents was seen to shape students' cognitive ability and attributions of achievement, which in turn affected academic performance. The participants were 215 Primary 5 and 6 students from four primary schools in Hong Kong, and their parents. Students were administered a standardized cognitive processing test and a questionnaire which procured their causal attributions related to school activities. Students' un-standardized achievement scores in mathematics and language were obtained from school records. Parents completed a questionnaire that asked regarding their intrinsic values in relation to their children's ability and academic achievement, and their social background. A sub-set of four parents and students were interviewed using semi-structured method. Structural equation models were used to test the hypothesised relationships between parents' factors and students' factors affecting academic achievement. The comparative patterns of relationships found within and between cases in the interview data were triangulated with the SEM results to present a holistic view of the context of achievement investigated in this study.

## **Effectiveness of Parent Child Interaction Therapy (PCIT) in Hong Kong**

**Dr Cynthia Leung**

### **Abstract**

This study examined the effectiveness of the Parent Child Interaction Therapy (PCIT) with Chinese parents and children with significant behaviour problems in Hong Kong. Participants (intervention group: 48, comparison group: 62) completed questionnaires on child behaviour problems and parenting stress before and after intervention. Univariate analysis of covariance, with pre-intervention scores as covariates, indicated that intervention group participants reported lower post-intervention child behaviour problem and parenting stress than comparison group participants. Observational data demonstrated significant decreases in inappropriate child management strategies and increases in positive parenting practices after intervention. Intervention group participants generally maintained the changes 3 to 6 months after programme completion. Cultural issues and culturally appropriate strategies were discussed.

**10 July 2008 (Thurs)  
12:30 to 1:30 pm**

**D2 - LP – 12**

**Organized by the**

**EPCL Departmental Research & Development Committee**

**\*\*\* For IEd Staff and Students only \*\*\***

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